DOCUMENT RESUME

ED 185 500 CS 005 347

AUTHOR Young, Savannah Miller: And Others
TITLE Reading for Mastery: An Instructional Guide. Lagniappe: Models of Reading Activities.
INSTITUTION Saint Louis Board of Education, Mo.
PUB DATE 79
NOTE 73p.: For related document see CS 005 346.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Beginning Reading: *Cognitive Development: Comprehension: *Language Experience Approach: *Learning Activities: Mastery Learning: Phonics: Primary Education: Reading Comprehension: Reading Instruction: *Reading Skills: Teaching Methods: *Word Recognition: Writing Skills

ABSTRACT

This booklet contains over 35 sample student activities designed by teachers to support the development of prerequisite skills for reading comprehension and to offer opportunities for mastery learning. Activities are suggested in the areas of letter/sound relationships, word recognition, experiential concept development, cognitive concept development, comprehension skill development, and writing skill development. (MKM)

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READING FOR MASTERY: AN INSTRUCTIONAL GUIDE

Lagniappe*

Models

of

Reading Activities

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CS005347

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*A little extra

FOREWORD

Teach the skill before you ask the students to apply it or tell you about it. Teach the skill.

Students need many opportunities to learn the skills that support and surround the development of reading comprehension skills. Reading Comprehension Skill Development is the application of such skills as language development, concept development, word recognition, letter/sound relationship, and cognitive concept development. If students are to be proficient in acquiring reading comprehension skills, they will have to be given many opportunities to learn these prerequisite skills prior to being asked to apply them in reading comprehension.

For this reason some of the teachers in the Cleveland-Southwest District, St. Louis Public Schools have identified some Models of Reading Activities, which have provided them success in teaching students to read for mastery.

We have not attempted to give you ready-to-use activities, but rather, we have chosen to give you samples that we hope will perk your imagination and start you to creating similar activities in your classrooms.

Savannah Miller Young

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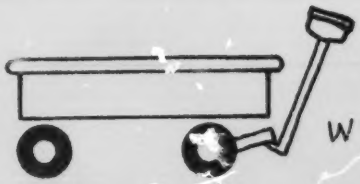
LETTER SOUND RELATIONSHIPS
Consonants

Going Shopping

Write the letters of the alphabet on the chalkboard, but not in alphabetical order. As you call out a child's name, point to one alphabet letter. The child must quickly name something beginning with that letter that he can buy in a supermarket. If he cannot do it in five seconds, go to another child and another letter. Sometimes the children can shop in a toy department, etc.



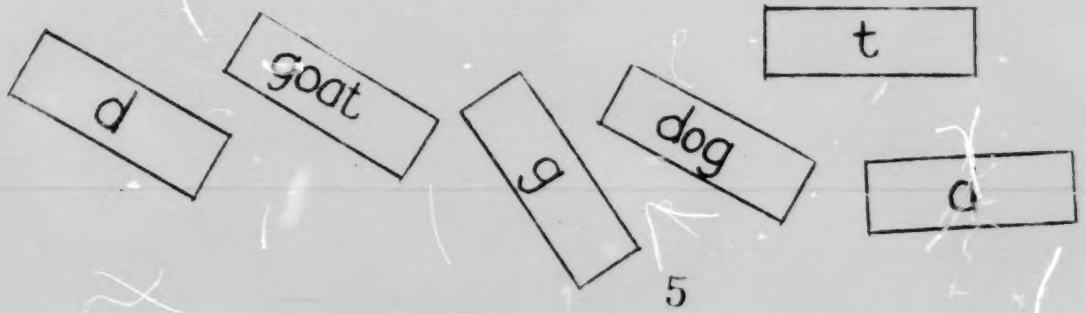
Consonant Game

Use Little Picture Cards (Scott Foresman) for four different initial consonant sounds.

Deal five cards to each player

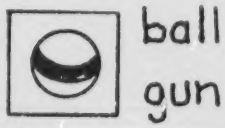
Leaving remaining cards in a pack.

First player puts down a card and names it. Next player must put down a card that begins or ends with the same sound. If he has none, he draws from the pack until he finds one.



LETTER SOUND RELATIONSHIPS
Consonants

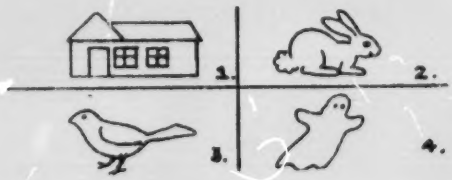
1. Show a picture card. Give two words child uses knowledge of initial consonants to choose correct word.



Use for final consonants.

2. Show four picture cards. Three begin with same consonant sound, one is different. Child draws the three that start alike.

3. Beginning consonants. Use picture cards.



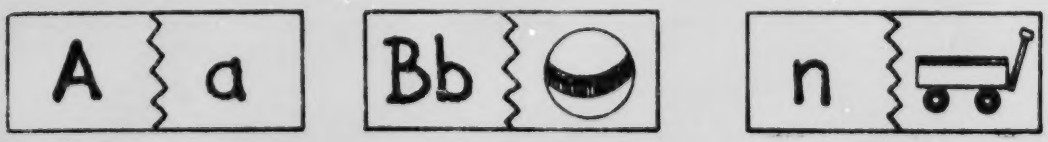
1. Which one is a bird? Answer 3
2. Which one is a Ghost? " 4
3. Which one is a house? " 1
4. Which one is a rabbit? " 2

Cut up old Readiness Books, Study Books, etc. Cover with plastic. Children can mark on them with crayons.

Puzzles

Use Tagboard

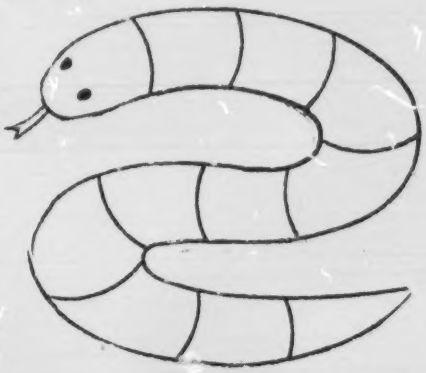
Alphabet Initial Consonant Final Consonant



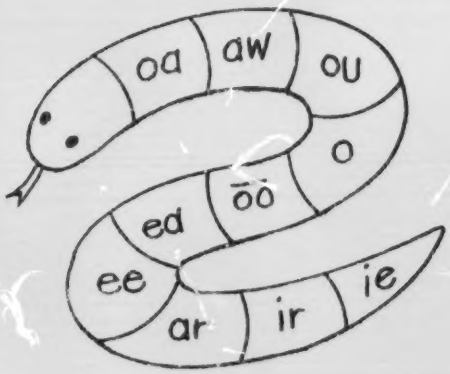
LETTER SOUND RELATIONSHIPS
Vowel Patterns

get	keep
bet	seed
	sheep

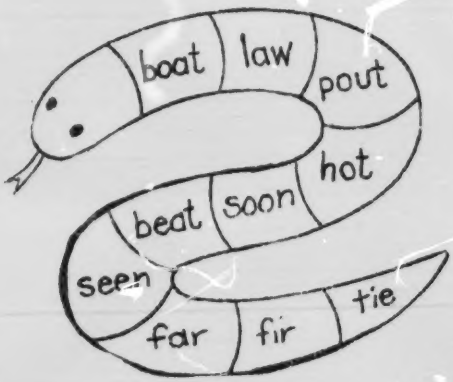
Use shirt boards. Mark as shown with short vowel word and long vowel word of same vowel at top. Use known words. Make a package of similar words with same vowel patterns. Have child place words in proper column and then he may try to read them back. Words may be kept in pocket on back of card. Vowels may be emphasized by making them a different color.



Vowel Patterns



Draw a snake on small tag board. Make an identical one and cut it apart exactly as first one is marked. Mark each piece with a word with same vowel pattern. Child places correct word on vowel patterns to complete snake. Self checking when puzzle is completed. Use words which have been presented if possible.



LETTER SOUND RELATIONSHIPS
Long Vowel Sounds

This exercise may be done two ways. First, put all the words with a long a sound in the pail by drawing a connecting line:

rake	snap
wait	make
hand	say
cap	pan
cape	fan
hand	sail
ate	lamp

or

Fill in the blanks using the words in the pail:

1. I like to help_____ the yard.
2. Please raise the_____ on the boat.
3. I wore my_____ last night because it was very cool.
4. Will you_____ for me at the corner.

Vowels

had	make	park

Make picture cards using the same vowel sounds--put in holder under correct word.

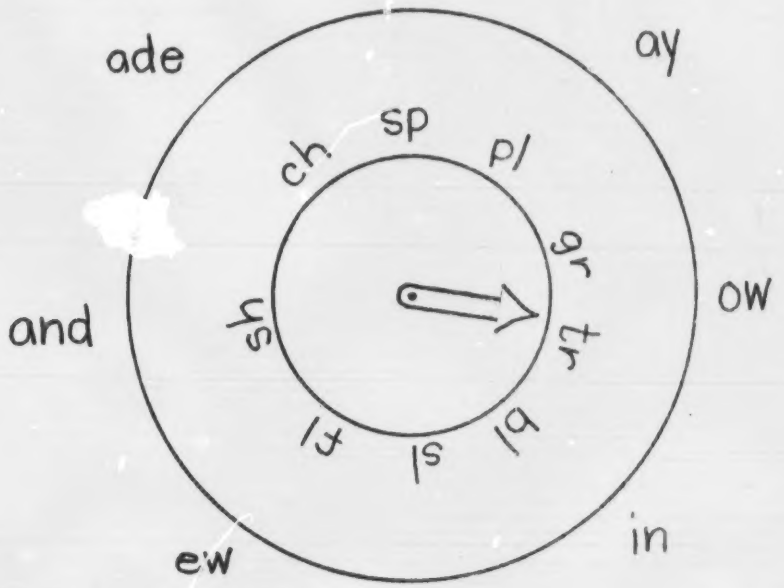
Example: A picture of a car could go in the pocket under park; a picture of a hat would be placed under hat; etc.

Variation --
Use for consonants and blends.

A card holder can be made easily by using an envelope. Seal it first, then cut in half and paste on tag board.

LETTER SOUND RELATIONSHIPS
"Spin-A Letter-Sound"

This game gives the children practice in combining letter sounds and vowel usage. It also reinforces dictionary skills. Make a spin chart. Each child turns the arrow until he matches a consonant blend with a correct ending. He gets one point if he makes a word and pronounces it. If he cannot find a correct ending he may use his dictionary. If within two minutes he still cannot find a word he does not get a point. The player with the most points wins.



As another idea, the teacher can ditto these sentences and have the children fill in the blanks with words from the spin chart.

1. Bob likes to _____ gum. (chew)
2. The bluebird _____ up into a tree. (flew)
3. I like to _____ tomatoes. (grow)
4. My dad uses a _____ when he works in the garden. (spade)
5. John fell off his bike and hurt his _____. (chin)
6. Mike _____ a big bubble. (blew)
7. The King lives in a _____ palace. (grand)
8. Do you see that _____ mouse? (gray)

LETTER SOUND RELATIONSHIPS
Consonants and Vowels

Activities

Develop sentences to accompany these activities.

1. Find little words in bigger words.

   Ex. cat and has sit man

2. Find words that rhyme.

   Ex. ball wall doll call

3. Find words with the same words in them.

   Ex. cat can bat ball hat

4. Find all the words containing a certain letter.

   Ex. o box mop man stop girl

5. Find all the words containing the vowel A.

   Ex. My dad has a black car.

   Children can write the words or just give the number of the sentence and the number of words.

6. Make new words by changing final consonants.

   Ex. bat, sat, fat

7. Make new words changing final consonant.

   Ex.
fish	has
fit	hat
fin	ham

8. Make new words changing the vowel.

   Ex.
had	big	had
hid	beg	bad
	bag	
	bug	

9. Locate words with double vowels.

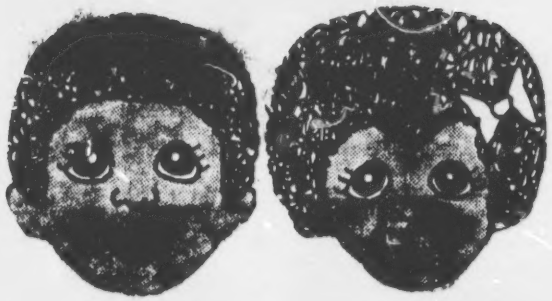
   Ex. Have you seen the green leaves?

10. Locate words with blends.

    Ex. My new dress is blue and green.

11. Make words from a group of letters.

WORD RECOGNITION



Mark a clothes pin with a color. Pin on cardboard at appropriate color.

Divide circle into ten parts. Print a number word in each space. Put numerals on clothes pins. Clip on cards.

Put pictures on the card. Put letters on clothes pins. Clip on correct initial consonant...

Paste on picture for long and short vowels. Put vowels on clothes pins. Clip on card.

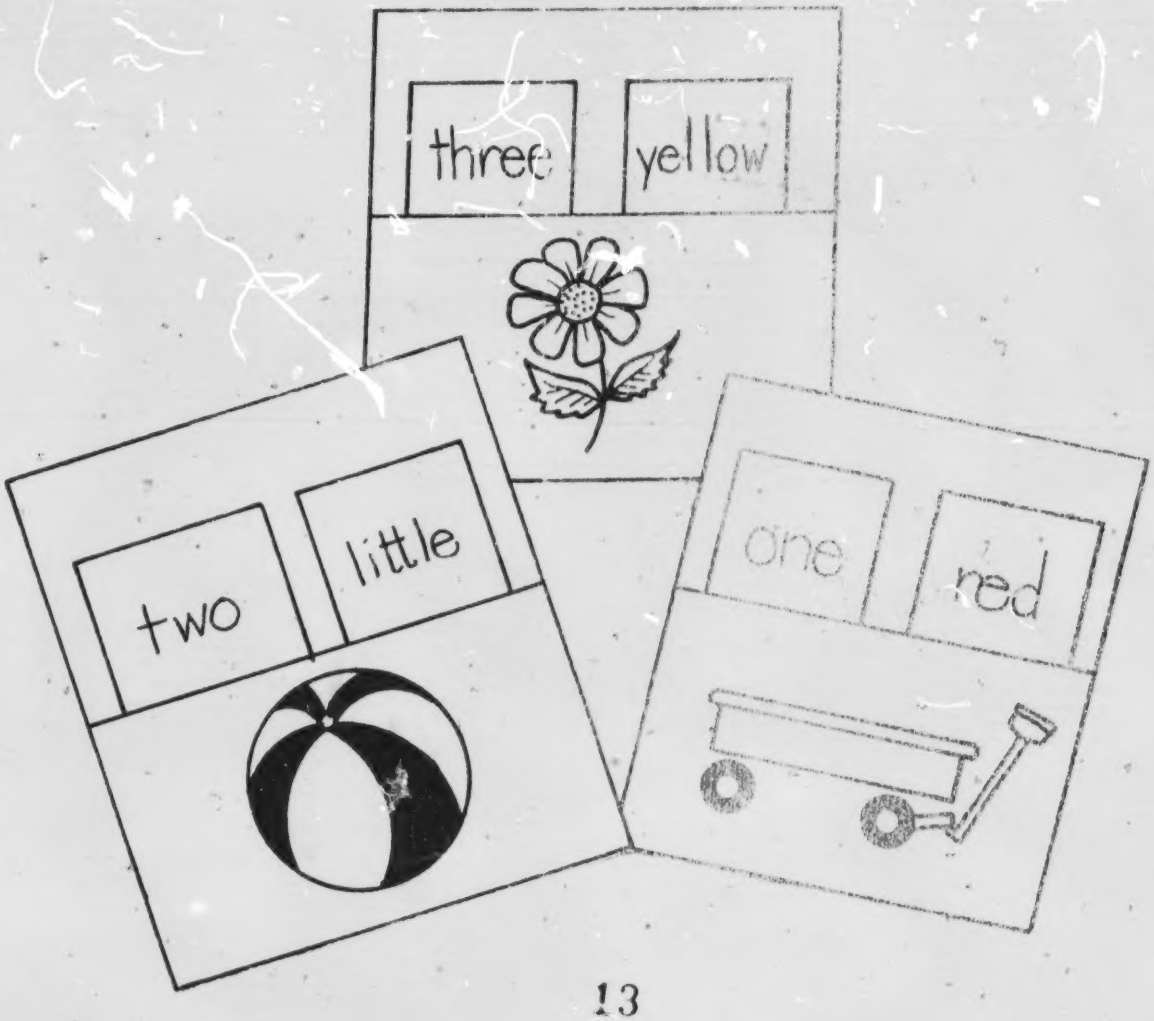
WORD RECOGNITION

Make ten cards with pockets. Draw a simple object on the pockets.

Example: ball, wagon, tree, flowers, kite, etc.

Insert one or two even three cards with number and color words in the pocket--Words "big" and "little" can also be used.

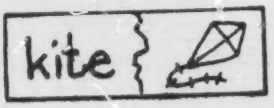
Children draw picture described.



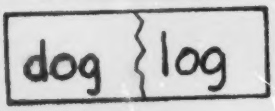
Word Recognition

Puzzles

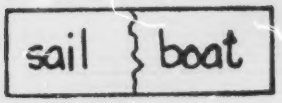
Words



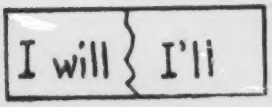
Rhyming

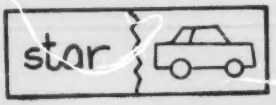


Compound Words

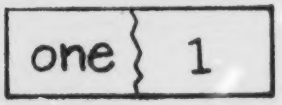


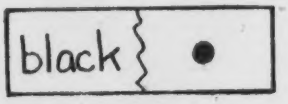
Contractions

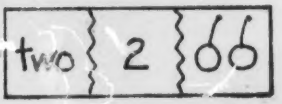


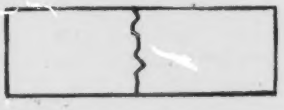


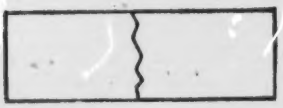
Number and Color Words

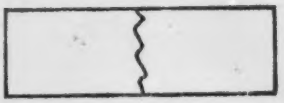


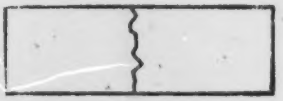












HOW MANY WORDS?

Write each letter in the word "elephant" on a separate piece of cardboard. Have eight children stand in front of the group, each child holding a letter. The class must see how many little words they can make from the word "elephant." Children may come to the front and rearrange the letters for visual verification. If a child makes a word he may write it on the chalkboard.

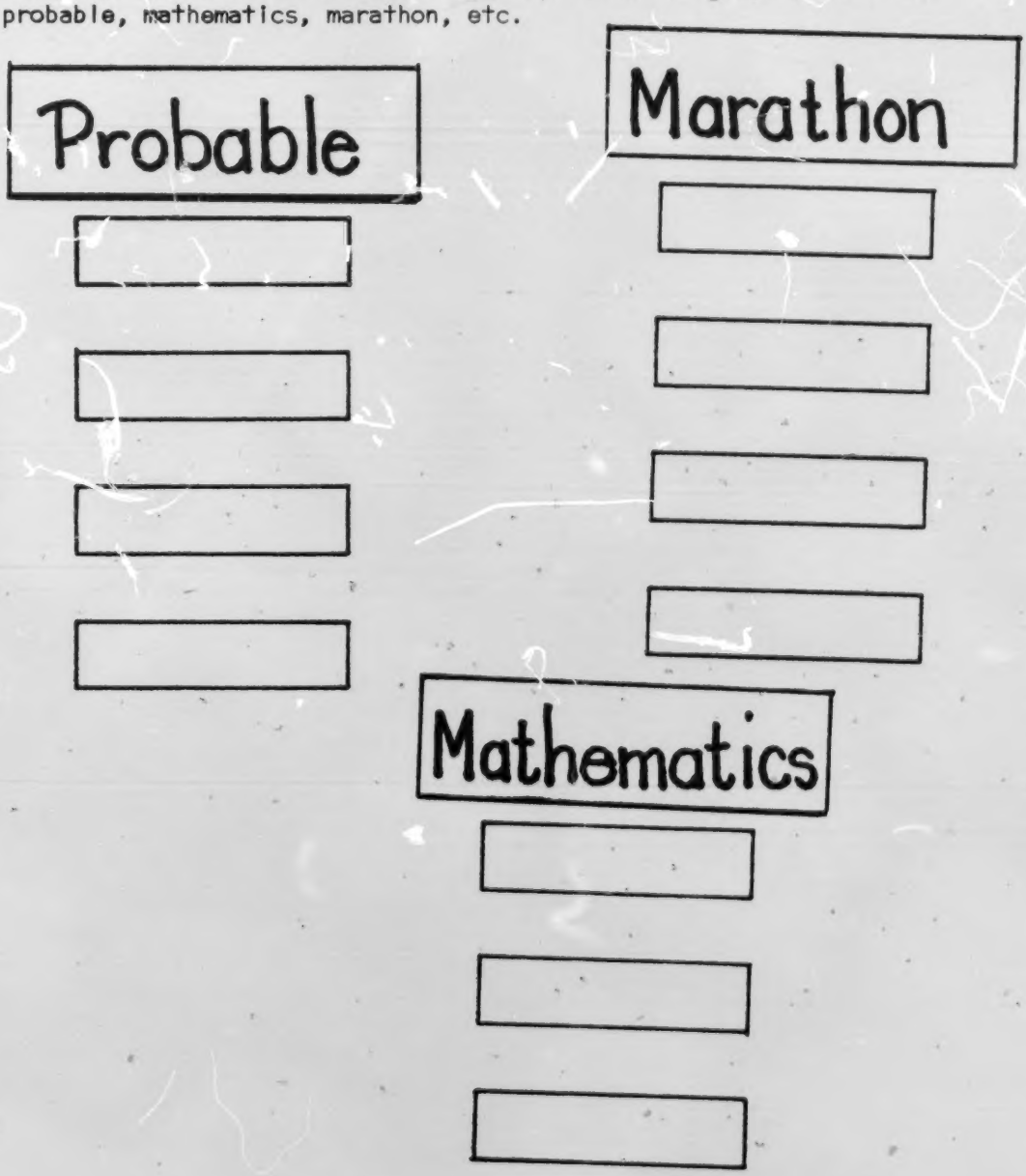
For smaller groups, spread the letters out on the floor.

USING THE DICTIONARY

Use the dictionary in order to see how many words can be made from the word "apple."

Example:			
	pal	leap	sap
	pep	sale	pale
	lap	ape	slap

This same exercise can be done with any rather long word, such as, probable, mathematics, marathon, etc.



BUILDING VOCABULARY

This is a little like Scrabble. Each player has a chart of twenty-five squares. The first player calls out any letter of the alphabet. Each player writes the letter anywhere he wants on his sheet. Then the next player calls out any other letter and everyone puts it down somewhere on their board (sheet).

The object is to build as many words as possible from the letters; going up or down, or across but not on the diagonal. The letters cannot be moved once they have been placed on the sheet. The game continues, each player calling out a letter, until all squares are filled. The player using the most letters to form words is the winner.

*Another variation of this game would be to have the caller give the letter and a word beginning or ending with that letter and have the other player write.

*A third way to use this chart would be for the teacher to have the children use any five of their words in sentences.

Example:

			T	
	S	N	I	P
	T	A	P	E
	A			
	Y			

Hangman

Make a line for each letter of a word.

_ _ _ _ (like)

If child guesses a letter in the word put the letter on the line.

If letter is not in the word--teacher adds a part of the man--until the word is completed or the man is hung.

Use for vocabulary words.

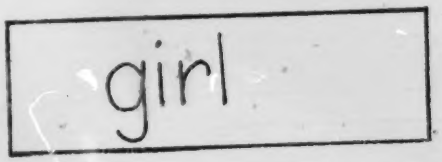
Use for number words.

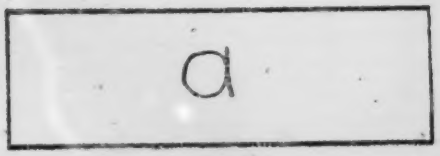
Use for color words.

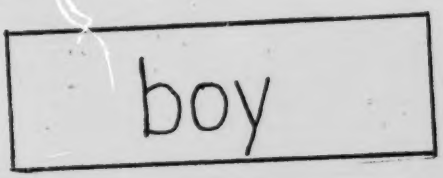
Use for children's names.

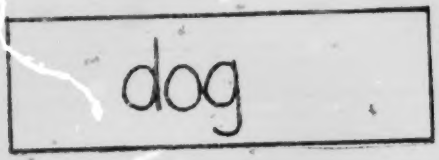
Make about 12 word cards. Construct sentences. Let each child change one word to make a new sentence.

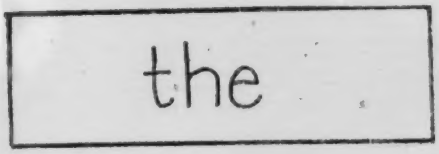
Example: The boy has a ball.
girl likes box
dog wants wagon











WORD ANALYSIS

Contractions

Cut contractions from newspaper. Have child paste them on lined paper and write the two words that make up the contraction next to it.

Divide a shirtboard in thirds.

I	I'll	will
He		is
We		are
They		are

Print the two words that will make the contraction on each side. In pockets on back are the contraction. Choose correct contraction and lay it between the two words.

WORD ANALYSIS

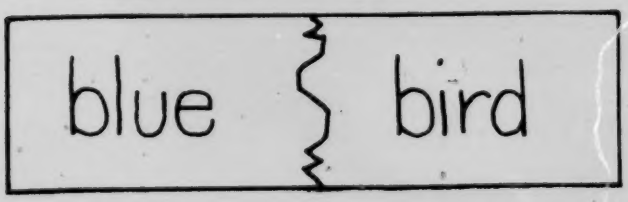
Compounds

Cut compounds from newspaper. Have child paste them on lined paper and write the two that make the compound word next to it.

Make 2" squares of tagboard.

Write compound words across whole piece making one part red and one part green. Cut diagonally. Put 5 such pieces in a plastic bag and have child put the correct ones together.

Make puzzles and cut them.



WORD MEANINGS
Synonyms and Antonyms

Use tagboard for either antonyms or synonyms. Divide sheets as shown. Fill the sheet with antonyms or synonyms, not both. Cover with clear contact. Child uses a marker to write the letter in front of the matching word next to its mate. May be made self checking by putting answers on the back.

Synonyms			
boy	B	A	large
tall	D	B	male
big		C	print
dish		D	high
see	F	E	clutch
write		F	look
grab		G	plate
go		H	leave

Spelling

Make cards 6x6. Draw nine boxes and print letters in them.
Have children spell as many words
with the letters as they can.
They may spell words across, up,
down and diagonally as long as
the letters they are using touch.
A letter may not be skipped.

Examples of words from this card:
scrap, same, cap, etc.

c	r	p
s	a	o
e	m	b

by Elaine Virga

Spelling Words, Letters and Sounds

This spelling activity sheet can be made by transferring the inked surface of a ditto master's pictures on primary writing paper, then using the primary paper ditto as the master. By doing this, copies can be made on primary penmanship paper. One piece of paper will have to be run at a time, since it tends to catch in the machine. Both sides of the paper can be used.

If you have some students who need more time and practice you can reproduce a whole page of activities that can be used to give them meaningful and beneficial practice.

Activity #1 shows a sample of a "Spelling Skills" assignment. Each paper should have a title, thus tying it to the reading program. The activity includes 1) practice in correct letter formation, 2) letter sound relationships, and 3) spelling words.

Draw your own pictures and keep them simple so that the students can copy them. (You can use the letter/sound pictures from workbooks or other phonics materials.)

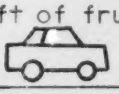
Activity #2 is a "Spelling Sentences" assignment. Spelling is more than memorizing lists of words. Spelling is a tool for expressing thoughts in written form. In this activity the students complete the sentence by drawing a picture in the blank. They should be asked to write the sentence three times completing it differently each time.

After a regular lesson each student reads one of his or her sentences and discusses it with the class.

First Student - "I got a gift of ."

Teacher - "Could you get fruit as a gift?"

First Student - "Yes."
(Then we discuss the gift of fruit.)

Second Student - "I got a gift of a  ."

Teacher - "Was it a real car or a toy car? Will you be able to drive it?"

Second Student - "It is a toy car."

Teacher - "What color is the car?"
(The discussion continues about the car.)

The discussions can get lively, as a result of the students clarifying their thinking.

As the students read and discuss their sentences, words, phrases and some of the sentences should be written on the chalkboard. This is a good opportunity for the students to see the translation of their pictures into word expressions.

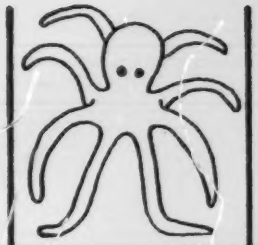
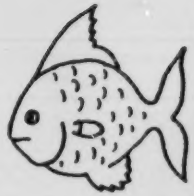
At the beginning of the year all of the students draw pictures. Later on as they are introduced to the Pictionaries they are asked to look up the word to complete the sentence.

There are many applications that can be made of these two activities. With a little imagination these activities can be expanded to include independent seat work in arithmetic, language arts, and reading.

Activity #1

Spelling

name

							
g	got	dog	gift	pig	dig	girl	tag

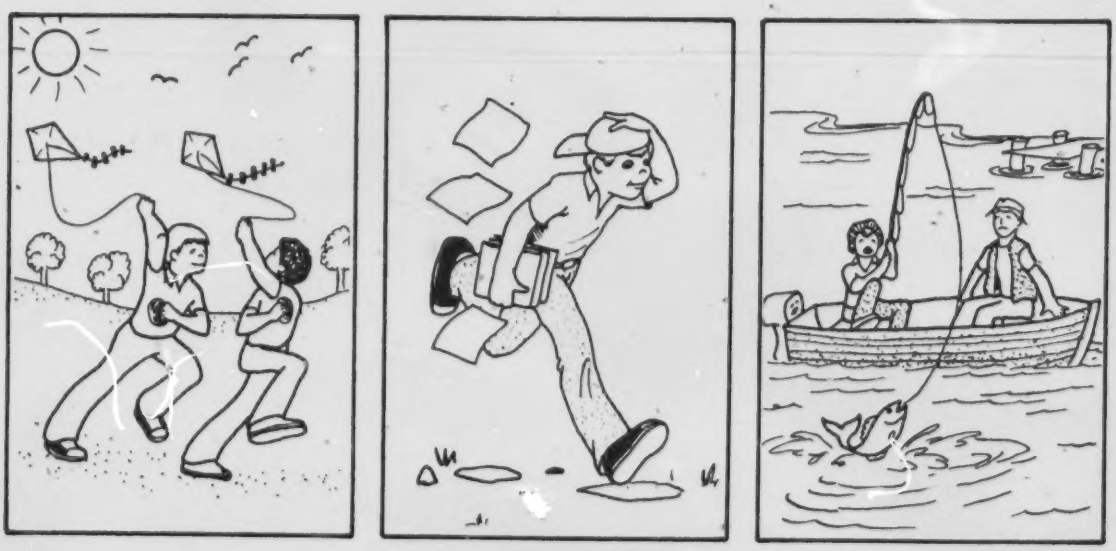
Activity #2

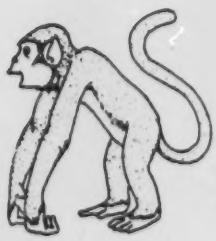
Spelling Sentences

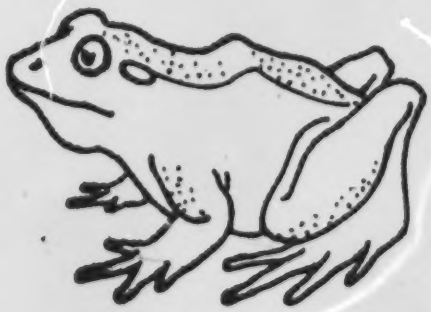
I got a gift of _____.

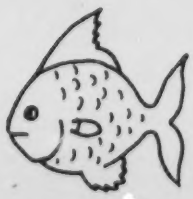
Concept Development

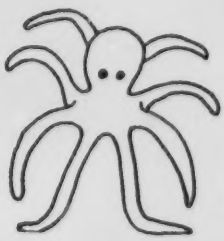
Cut pictures showing lots of activity from magazines. Paste them on tagboard. Show them to reading group and ask the children to tell you about the picture. You can ask them such things as: How many green things in the picture? What is the largest thing in the picture? The smallest? What will happen next? Etc.





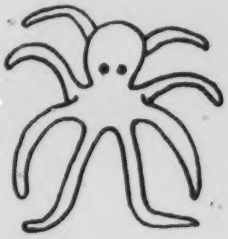






Concept Development Activities

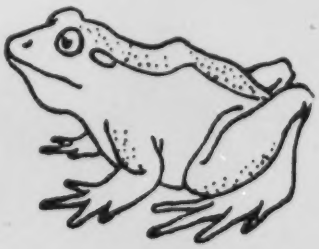
Have the pupils make a chart and complete it by labeling each animal by:



	Frog	Monkey	Octopus
Size			
Color			
Shape			
Lives			
Eats			

Concept Cards

Introduce new concepts to pupils by: 1) have them write the word that represents the concept on a card; 2) have them draw a picture to represent the concept and 3) write at least three sentences that discuss the concept.



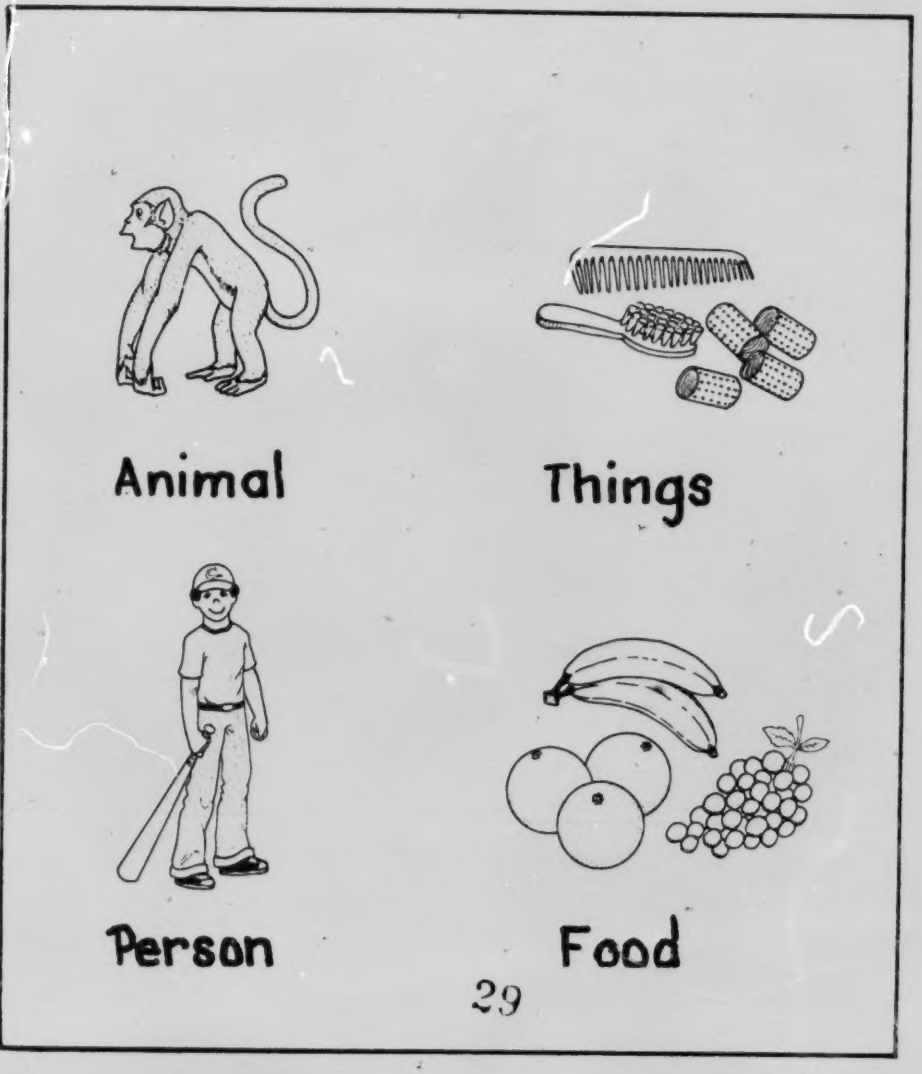
FROG

FROGS

Frogs are related to toads. Frogs live near water. People eat frog legs. A person who is hoarse is said to have a frog in the throat.

Classification

Use 12x16 cardboard. Fasten tagboard on the cardboard. Print a classification label on each pocket and a picture of the classification. Cut out several pictures that fit each classification and place them on cards. These cards may be held on the back in a pocket. Have child place the correct card in the pockets. This may be made self checking by numbering the pockets and then numbering cards on back. May be used to teach colors similarly.



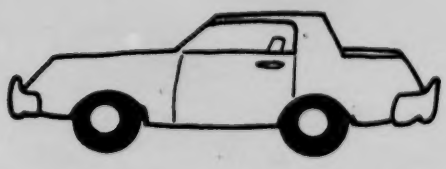
Classification

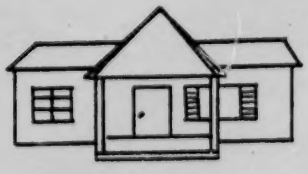
Art Time

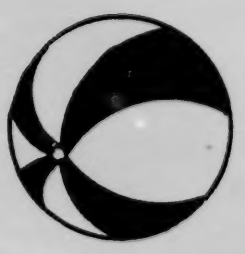
Cut pictures of food from Wednesday newspaper and arrange and paste to make a picture.

Cut symbols or words for supermarkets out of newspapers and paste on paper. Car symbols, animals, fruits or vegetables may be used. A notebook may be made of these pages.

Each child may have his own classification book with a class name at the top of each page, such as houses, cars, circles, sets of things, toys, etc. The child cuts out pictures and pastes them on proper page.







Classification

Make Classification cards and get appropriate pictures. (Picture seals may be used). Put paper clips on back to use on magneboard or make a chart. In reading group have children put picture under <u>each</u> classification it fits. You will need a sufficient number of pictures.

ANIMALS

Four Feet	Whiskers	Fur
Tiger	Tiger	Tiger
Bear		Bear
Elephant		

Pictures to be used where words are written.

PLANTS

Tall	Short	Green	Flowers
tree		tree	tree
	grass	grass	
	dandelion	dandelion	dandelion

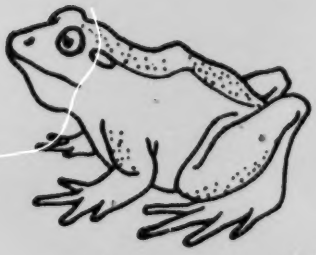
USING SEMANTIC CLUES

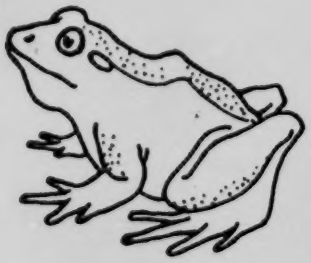
1. This frog is a tree frog.
   It looks like a green frog, but it can _____.
   - jump into trees
   - tell trees to run

2. The homes of the tree frogs are in trees. A tree frog likes to play and croak _____.
   - in its tree home
   - in a big truck

3. You will have to look very hard to find a tree frog. Tree frogs can _____.
   - take home trees
   - hide in trees

4. A tree frog can look like the tree it is in. If a tree frog is in a green tree _____.
   - it looks green
   - it looks brown

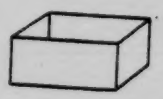




USING SEMANTIC CLUES

Cut three strips of tagboard to fit into a pencil envelope. Write sentences on strips using a word which can be used as both a noun and a verb. Underline the word. Fold back the end. When the word is a noun, draw a picture of the underlined word on the folded end. Have children choose two that mean the same. Then show the end of the strip. The two that match are the same.

He packed the box.



The boys began to box.

The box was full.

For the next level of understanding make three strips using a noun which has more than one meaning. Use the same method. The two matching pictures are the two that mean the same.

She hit her head.

The head of the bed fell.

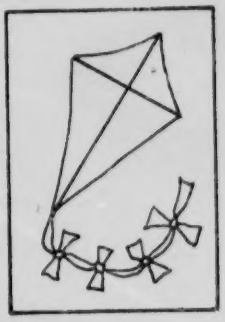
The hat was on her head.

Relationships

Cause and Effect

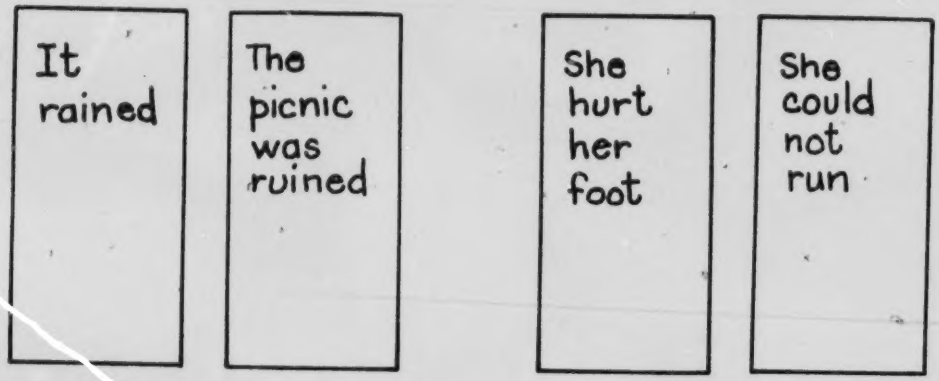
Draw four cards representing the four different kinds of weather.

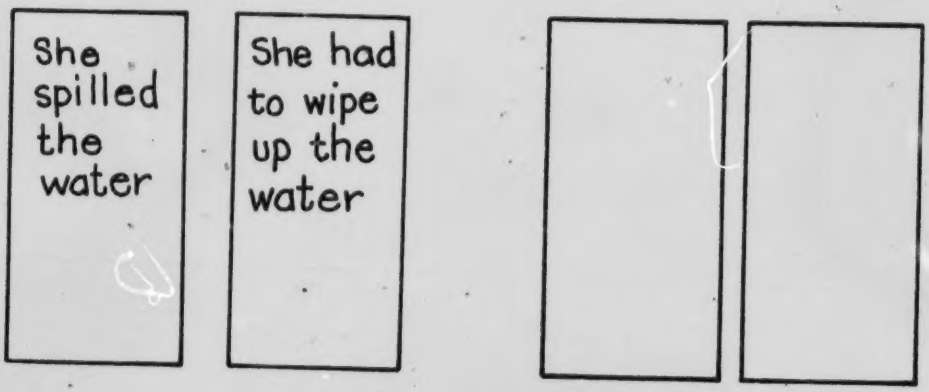
Paste pictures showing different kinds of activities on small cards. Have children place the pictures under the weather picture which would be conducive to that activity.

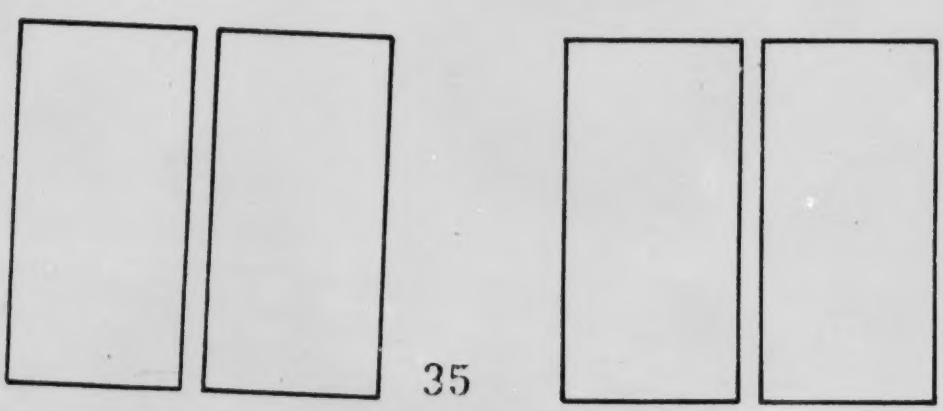


Cause and Effect

Make a set of 40 playing cards. On half of the cards write and effect and on the other a cause. Play the game like rummy, using a cause and its effect as a pair. First child to run out of cards wins the game.







Size

Illustrate:
This is a big fish.
This is a little goat.
This is a big boat.
This is a big house.

You can use pictures for objects. Children can use initial consonant clues to discover words.

This is a big red top.
This is a little black dog.

Have color words and colors for matching.

Place

The dog is on a log.
A fish is in a dish.
A cat is behind a hat.
A fox is under the box.

Use picture cards for nouns--practice rhyming the words before children read sentence.

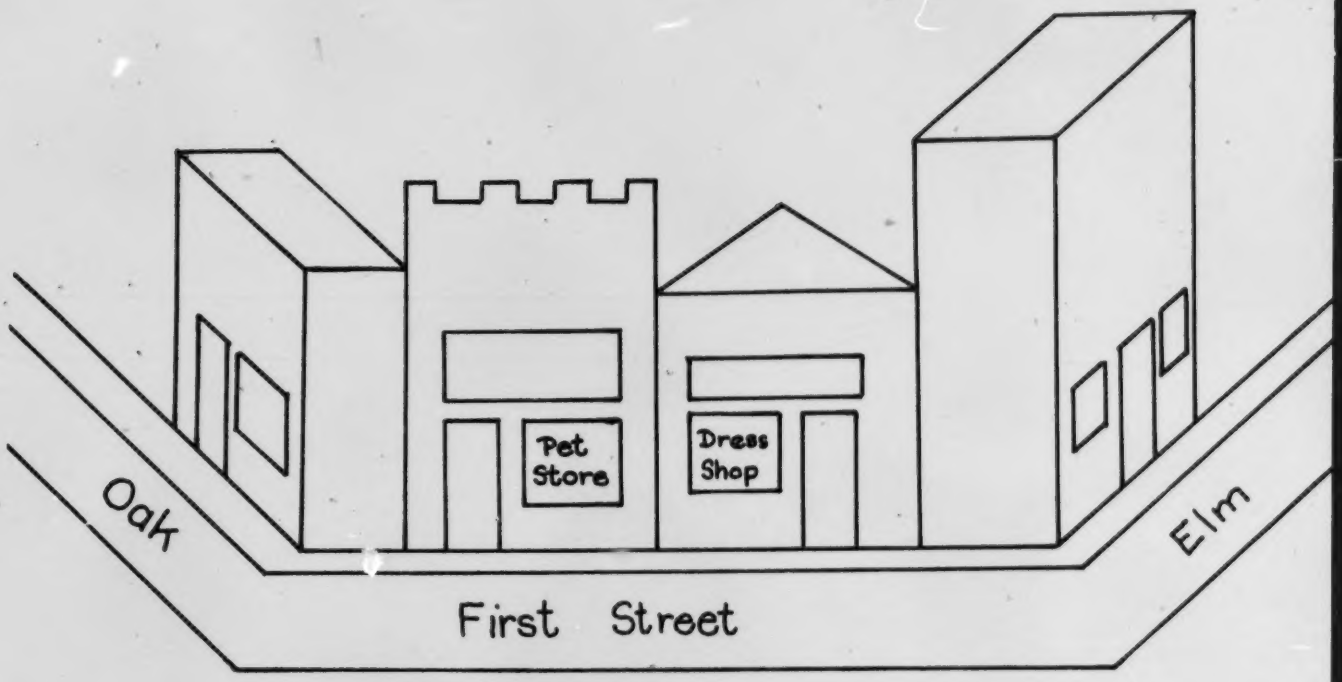
Knowledge of consonants will enable them to do it.

If children have knowledge of initial consonants used--you could give the picture o" just the first noun used and they unlock the second one by substituting initial consonants.

Place

Have children play a game by having two children stand in front of room. Then one by one the children in the class tell someone to stand in between, beside, in front of, or hold an eraser above or in back of, etc.

Draw a scene similar to the illustration on posterboard. Cover it with contact. Use this as a teaching device with a reading group. Ask children to draw a person in the window above the Pet Shop or on the corner of Oak and First, etc. The picture may be made easy, or more complicated.



Whole/Part

Choose the Correct Title for the Story

> After school one day Bob and Tom went to the library. First, they listened to Mrs. Green tell a story named "Blueberries For Sal."
>
> Then they saw a film about playing safely.
>
> Bob got two books about the jungle. Tom got a record and a poster. Then they went home.

What is the best title for this story?

"Blueberries for Sal"
"A Visit To The Library"
"Jungle Books?

These activities can be used with all the vowels.

1. Story--
   Kate and Mark went to the park.
   Mark likes to sail his boat in the lake. Kate likes to play ball.
   They went home before dark.

   a. Answer questions about the story.
   b. Illustrate parts of story.
   c. Find words with the same vowel sounds.

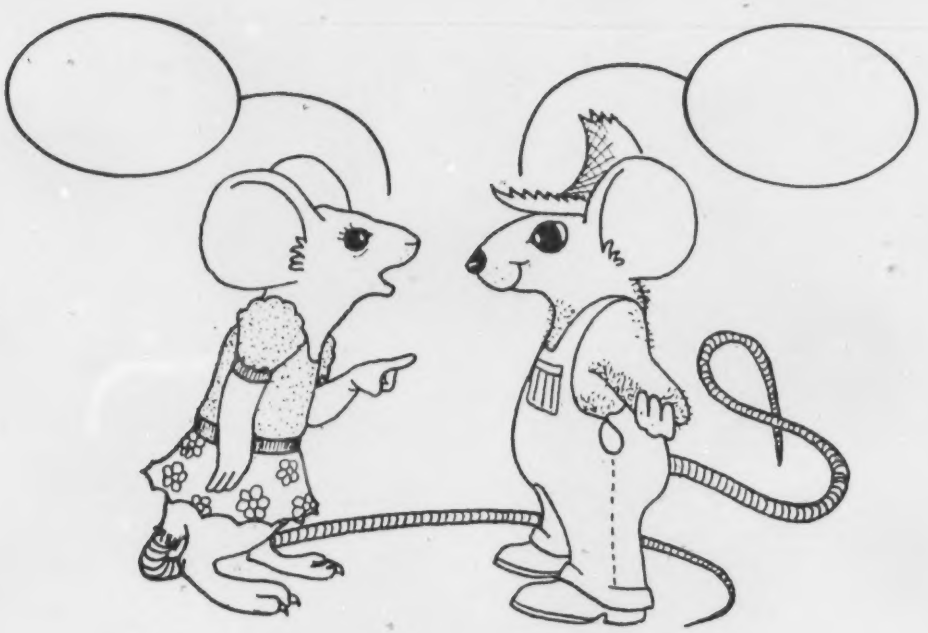
Sequence

USING CARTOONS

Cut out cartoons and have the children put them in the correct order.

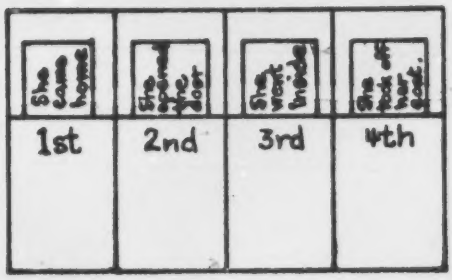
Cut out cartoons and have the children supply the words

The teacher supplies cartoons (dittos) and has children supply dialogue.



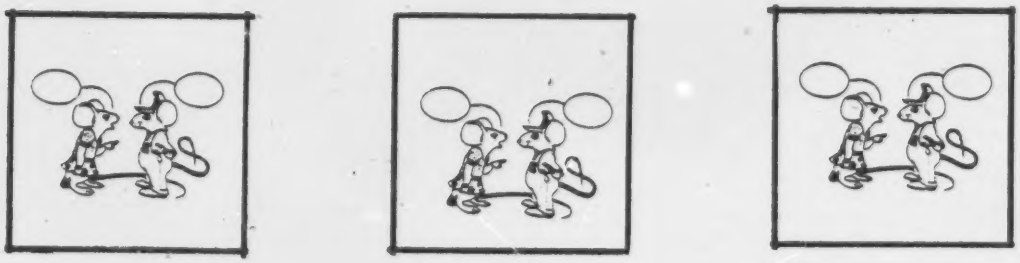
SEQUENCE

Use small cards. Draw steps in completing a simple picture. Use 4 or 5 steps. The last step should be the result. Put all cards leading to a result in a plastic bag. Have child put them in order.



Make a 9x12 kraft paper pocket folder. Staple and draw four lines. Cut a set of answer cards and write sentences to be sequenced on them. Write 1st, 2nd, 3rd and 4th on pockets. Child places sequence card in correct pocket. This may be increased to five or six times for older primary children.

Cut apart comics (3 or 4) squares. Have children mount them and put them in order.



ALPHABETIZING

1. Step I

   Have child cut out all 26 capital letters and paste on cardboard in alphabetical order.

   Step II

   Repeat Step I with small letters

   Step III

   Cut out words. Using beginning letter to place them in alphabetical order. Paste on cardboard.

   Step IV

   Paste words on cardboard in alphabetical order. Leave out about 10 words. The child finds the missing words in newspaper or magazines and cuts them out then lays them on card in empty spaces.

2. Alphabetical Order

   Paste a headline from newspaper on lined paper. Have the child write all the words in the headline in alphabetical order on the paper.

States Trying a Variety of Ways to Reduce Taxes and Spending

a
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ALPHABETICAL ORDER
Alphabet and Word Games

Use two sets of alphabet cards--one capital and one lower case. Use only as many cards as needed for your group. If you have 26 children use 13 letters. Leader calls for a letter--first team to turn it in scores a point.

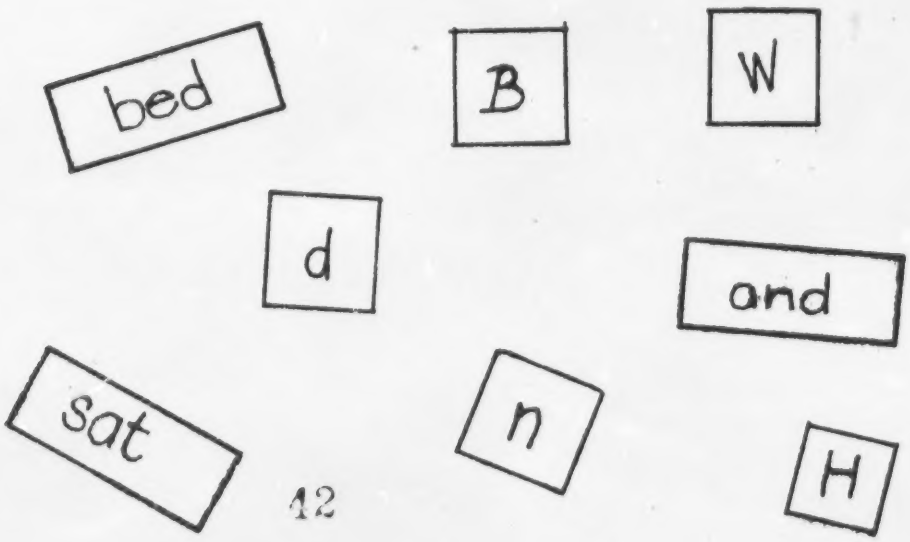
Variations

A. Use two sets of identical words, either print words on two different colored papers, or print in two different colors in order to have two teams.
Leader calls for a word. First team to turn it in and name the word scores a point.

B. Use two sets of identical letters. Each a different color.
Leader calls out a word. First team to spell it out correctly scores a point.
Ex. 24 children in class--use 12 letters.
Suggested letters and words-- a, e, i, b, m, n, t, p, r, s, d, f.

sat	pin	fit	ten	and
men	red	bed	pan	bat

Be careful to choose words containing letters distributed. Be sure every letter distributed is used in at least one word so everyone gets a turn.



ALPHABETICAL ORDER
Primary 1

Help the frog get to the lily pad.

ALPHABETICAL ORDER
Primary 2

Choose the word that completes the ABC order of the sentence.

1. Elephants have _____. (feet, trunks)
2. Big dogs like _____. (meat, fleas)
3. A bear hibernates _____. (days, months)
4. Mary's mom never stops _____. (jumping, talking)
5. A bluebird sang to _____. (Zeke, me)
6. African animals like _____. (fruit, trees)
7. A bee can _____. (sting, buzz)

ALPHABETICAL ORDER
Glossary Skills - Primary 3

Number the words from 1-4 in alphabetical order:

Example:

4 house	_____ right
3 hit	_____ round
2 head	_____ rug
1 have	_____ rush

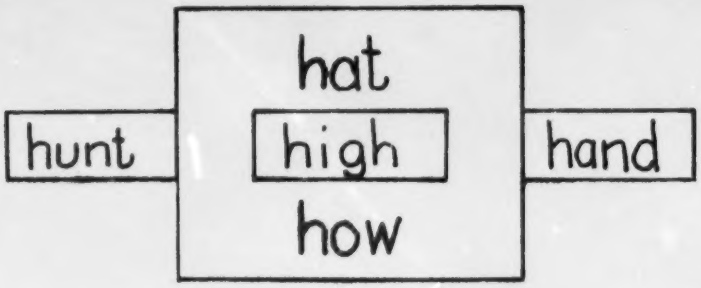
_____ chest	_____ movie
_____ chair	_____ mud
_____ cheek	_____ mice
_____ chick	_____ mouse

_____ beach	_____ inside
_____ bench	_____ inch
_____ barber	_____ into
_____ beard	_____ invent

_____ tail	_____ park
_____ toad	_____ party
_____ tire	_____ parents
_____ tug	_____ partly

ALPHABETICAL ORDER
Primary 2 - Alphabetizing

1. Use tagboard. Make a slide and a card as shown. The child slides the strip back and forth until he chooses the word which belongs between the top words on the card. This may be self-checking by having an x on the back of the correct word.

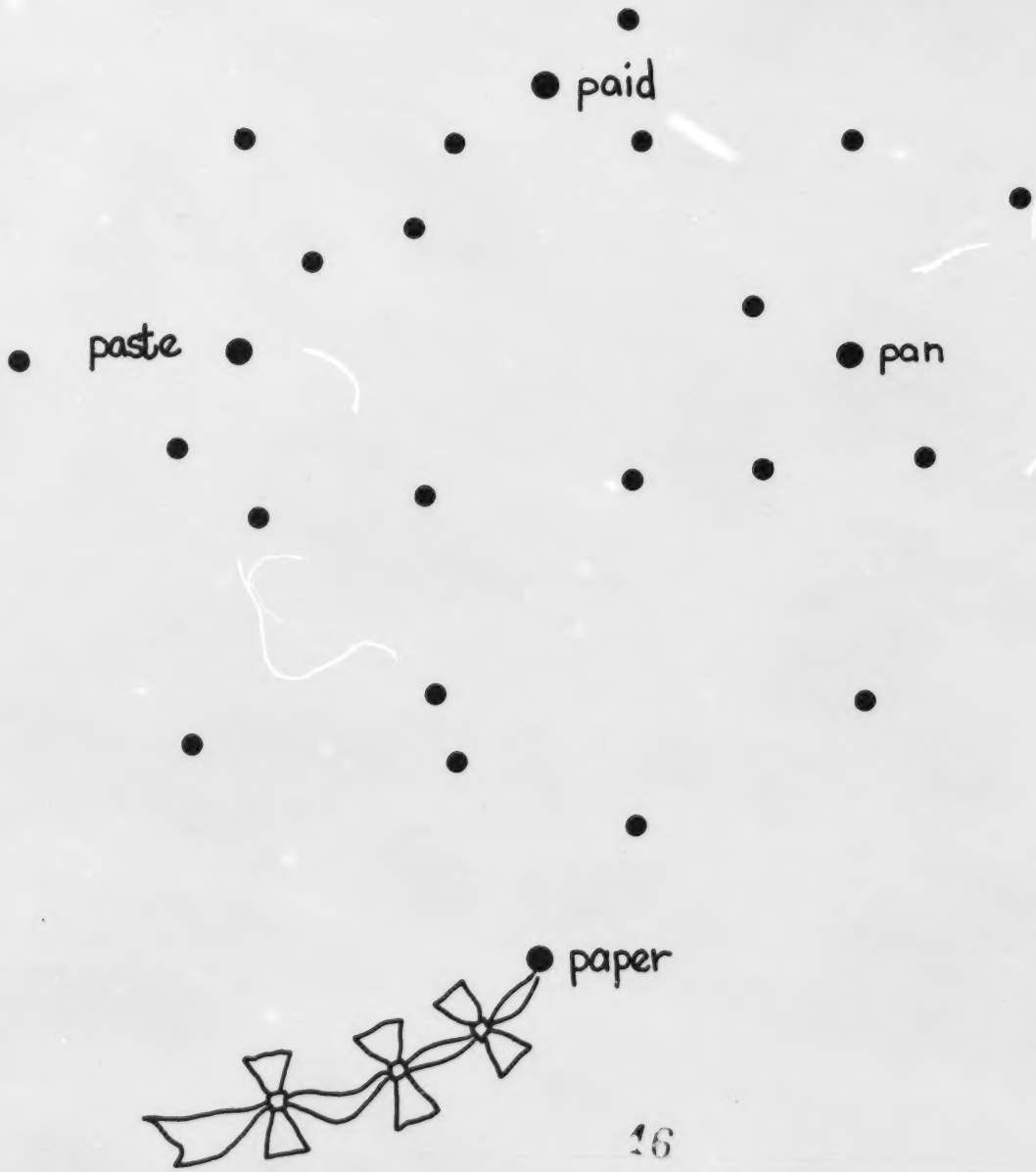


2. Use an empty "Leggs" egg. Make five packages of words to be alphabetized. Put five words in each package. These may be graded according to the difficulty of alphabetizing, starting with the first letter, second, etc. The child lays the words on his desk and puts them in alphabetical order. They may be made self-checking by numbering them on the back.

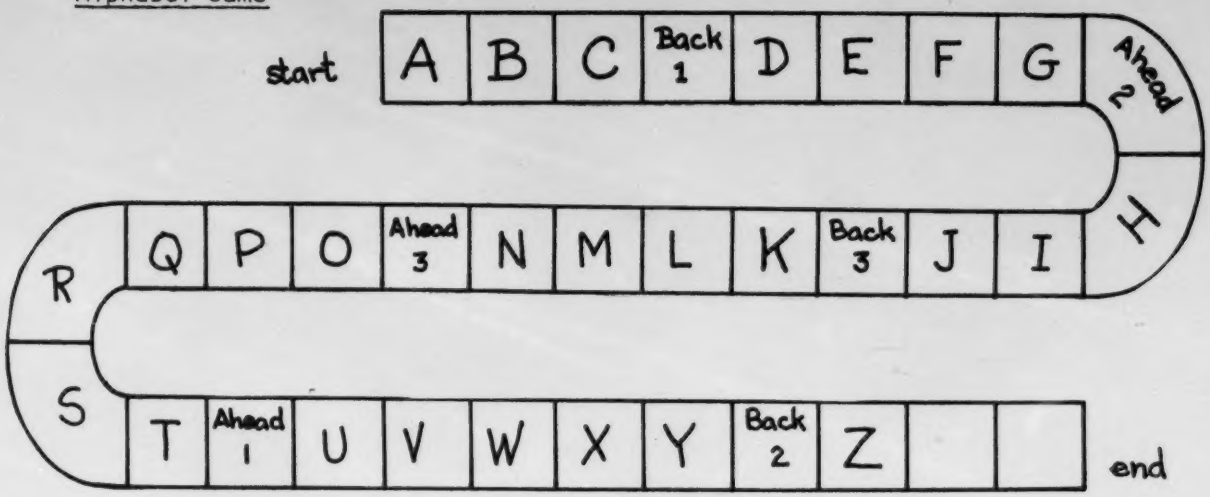
First Letter	Second Letter	Third Letter
zip	clean	flag
cat	corn	flip
able	chick	flog
man	cut	fly
fan	candy	fled

ALPHABETICAL ORDER
Primary 2

Follow the dots in alphabetical order to discover the missing picture.



ALPHABETICAL ORDER
Alphabet Game



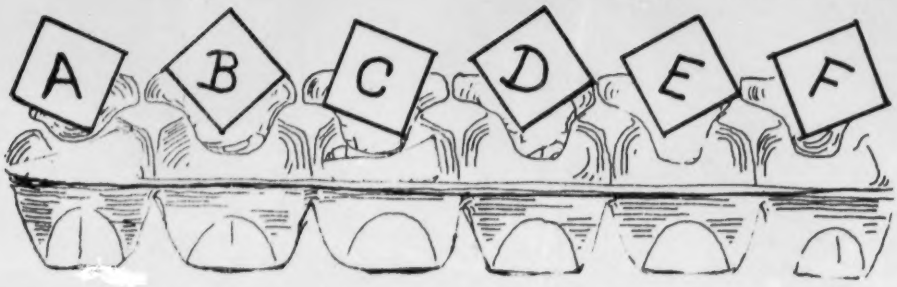
Use a spinner or a cube marked 0-5. Use buttons for covers.

Alphabet Game

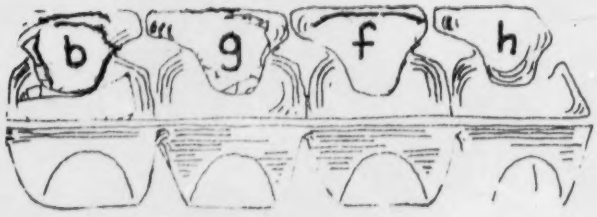
Make an ABC book for class using 12x18 colored paper for cover and 12x18 manila for inside pages. Print the alphabet one letter to each page. Have children find other types of print of the same letter, small and capitals in newspapers and magazines. Cut and paste them on each page. The children can use this as a reference to make his own smaller book. This teaches recognition of all kinds of letters.

ALPHABETICAL ORDER
Alphabet Games
Uses For Egg Cartons

Make small card for lower case letter. Put cards in bottom row.



Initial Consonant



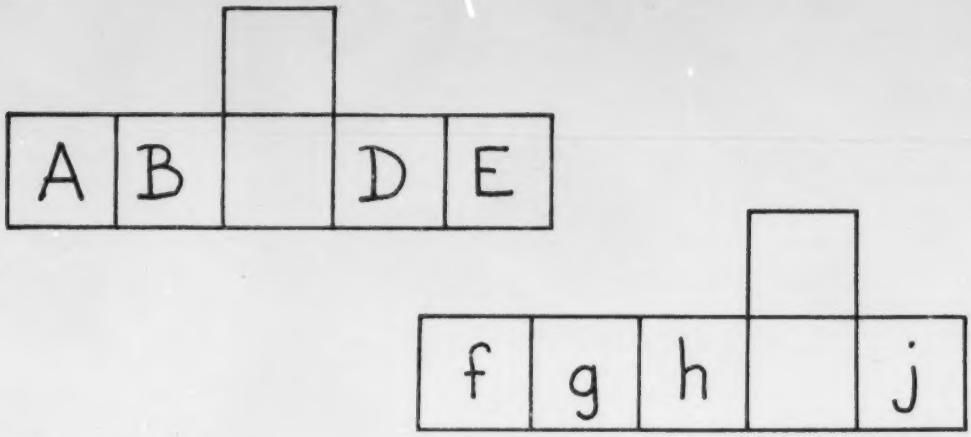
Make picture cards beginning with these letters sounds or use Scott Foresman Little Picture Cards. Child tosses a button into box. Picks up a card beginning with that letter sound. Keeps card if correct. Winner is child with most cards.

Variations

Paste small pictures in egg carton. Child finds letters for its initial sound.
This game can also be used for vowel sounds.

He gets a card he can use (no more than three cards) or gets a FREE card which enables him to change the sound if he desires. When pack is used, players continue matching or missing until no one can play. The child holding the fewest cards is the winner.

ALPHABETICAL ORDER
Alphabet Game

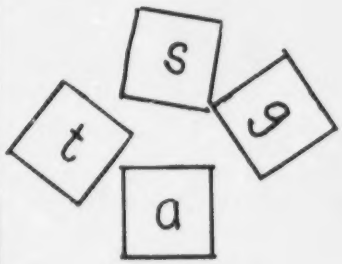


Make a small letter card for each missing letter. Use cards to fill in missing letter. Put missing letter on back of top square. When folded over, it is self-correcting.

Matching Alphabet Letters

On a piece of tag board mark off 52 squares. Make a set of lower case letters on small squares. Put small letters under capitals.

A	B	C	D	E	F	G	H	I	J
K	L	M	N	O	P	Q	R	S	T
U	V	W	X	Y	Z				



A Scientific Approach

By Kathleen Scalley

1. f a s t
2. f a w n
3. f e e t
4. f l y
5. f o r

1. Underline all the first letters. If they "tie", go to the next letter.

2. Do any of the second letters tie? If so, underline them and go to the third letter. If the two third letters don't tie, write them down.

   ȿ W

   Which comes first in the alphabet? If s comes first, that's word one. Mark it. Then the word with w is word 2.

3. Go back to the second letters of the words left. If they don't tie, write them down.

   ɇ l o

   Which comes first in the alphabet? If it is e, that's word 3. Mark it. If the two next letters don't tie, which comes first in the alphabet? If it's L, mark it word 4. If o comes last, mark it word 5.

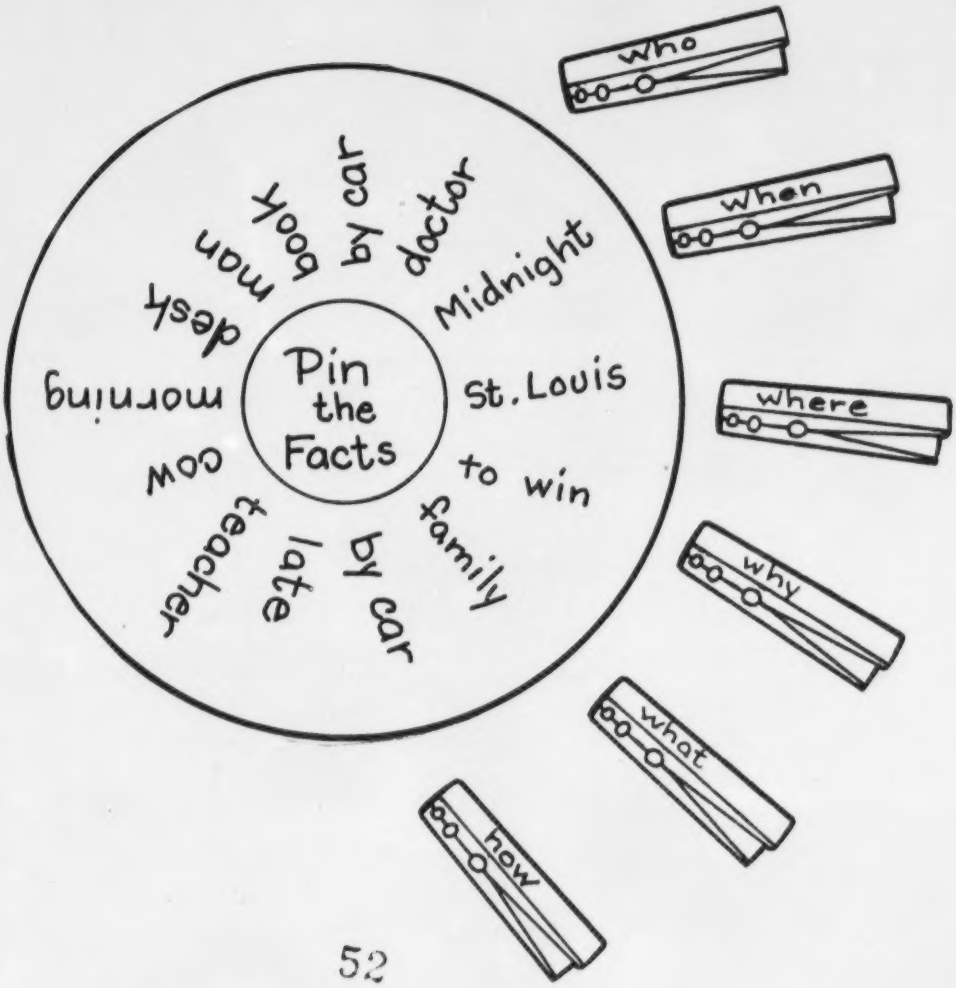
4. Which number comes between words L and 3? If it is word 2, put an x behind the word fawn. The children will be concentrating on numbers (probably) rather than letters, but this is a very difficult skill for second graders anyway. Slower learners need success and alphabetizing is <u>not</u> really reading.

5. Don't insist that the children follow the directions exactly. In following Systems philosophy, simply introduce this method. As can be seen on the sample tests, each child will develop his own "system." Some children, for instance, will not find it necessary to write anything but the second letter, and these were "paced" four-year primary students.

6. Use a magic slate with frame to practice alphabetical order.

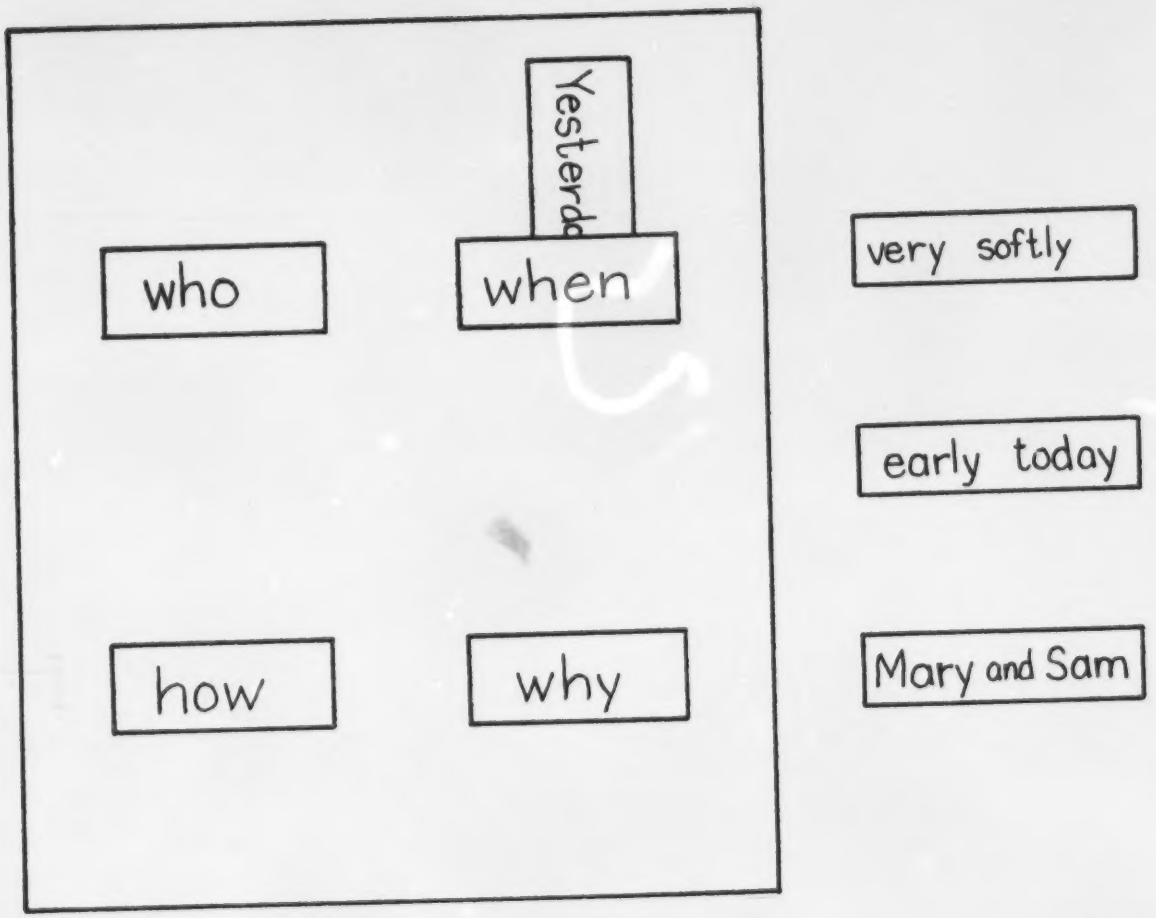
COMPREHENSION

Use pizza circles and snap clothespins. Mark clothespins with who, when, where, how, what, why. Put the clothespins on the correct word or phrase.

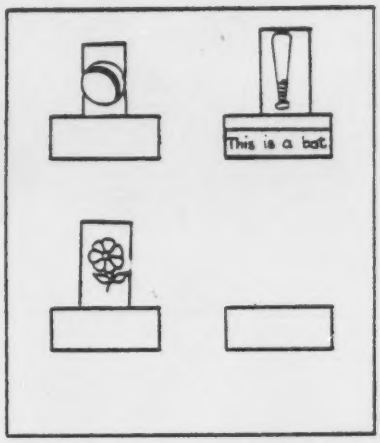


Who, When, Where, How, Why, What

Write any four of the above on pockets of tagboard and glue onto a shirtboard. On strips of tag write phrases that fit each pocket. The strips may be held in a pocket on the back of the shirtboard. Child decides where the strip should go and puts it in the pocket.

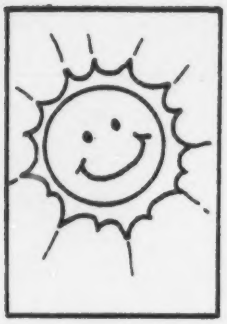


COMPREHENSION



Paste pictures on tag board or shirtboard. Print sentences that match the pictures on strips of tag and place in pocket on the back. Have children match up sentence with the correct picture. Keep sentences at the level taught. Pictures from the studybook may be used or other appropriate pictures.

Show children three or four pictures which tell a story. Have a child or children tell or write the story on large newsprint. Read the story; then reread. Cut the sentences apart. Have children put them in order again to retell the picture story. Then cut the sentences into words. Have the children make the sentences of the story and read them.



COMPREHENSION

Getting Meaning

Use manila folder. Put half of a sentence on the left of the folder and half on the right, mixing them up. Attach yarn with a brad at the end of the left half. Pull the yarn across and out the hole on the other side of the folder next to the phrase that completes the sentence.

Match up		Sentences	
1. He ran	o	1. yesterday	o
2. It rained	o	2. ate the cake	o
3. Sunshine	o	3. a dog	o
4. The little boy	o	4. makes plants grow	o
5. My friend has	o	5. up the hill	o

Context

Use 12 x 18 poster board. Print a story as shown below. Print each missing word on a card and glue a picture on the reverse side. Include some words which match the initial letter, but do not make sense. The child places the correct word or picture in space and reads the story back.

The Birthday

Today is J_____ birthday. They are going to have a p_____ at her h_____. She has asked some ch_____ to come. They will bring some p_____. Jame will have a g_____ time.

Jane's party children good paper house

Getting Meaning

Matching

Match the beginning of the sentence with a correct ending:

A bag can have *	*fun to look at.
Cubs are *	*got rid of the mud.
A bit of suds *	*to me.
The pup ran *	*a rip in it.

Using the Newspaper

Cut pictures from the newspaper and label them. "The boy has a ball."

Context Clues

Complete sentences--Comprehension and knowledge of vowel sounds.

Fish are in the _____.	rake
You can _____ the yard.	take
Mom can _____ a pie.	lake
_____ me with you.	make

Vowels

This exercise can be used for all the sounds of vowel a.

Can you stay by a lake all day?	Yes
Can a man shave his face:	No
Are all hats small?	

Answer questions.
Find word with same vowel sound as underlined word.

Variation on above--

Make a snake by a lake.
Draw a hawk on a lawn.
Make a large jar in a cart.
Draw a small man on a wall.

Illustrate--
Find words with same vowel sound as underlined word.

1. Dan has a pail	1. wall in the park.
2. The fat dog likes	2. of black paint.
3. Dawn has a	3. to bark at cars.
4. A man sat on a	4. new straw hat.

Children may write the complete sentence or - 1 and 2
2 and 3

Seat Work

Children read a story.

Getting Meaning

Put five sentences about the story on the board or a chart so it can be used again. Some sentences are true, some false. Children either number the sentences and label true or false or write the true sentences.

Display a large picture.

Concept Development

Write true and false statements about it.

Write a list of words about it. Children choose words that are in the picture.

Syntax

Cut the sentence into words--children put pack in order.

Write directions on strips of tag board. Use one word repeatedly in the beginning.

Applying Skills

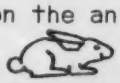
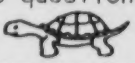
Clap one time
Clap four times
Clap two times

Find something green
Find something red
Find something big

Syntax

COMPREHENSION

Put an X on the answers to the questions after each paragraph:

A  and a  are running.

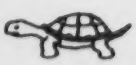
The _____ can run very fast.

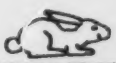
But the can't run fast.

He is way in back of the .

What animal can run fast? _____.

What animal can't run fast? _____.



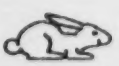
The  is getting very hot.

He stops by a tree to play.

He knows he can be the winner.

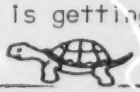
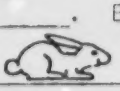
What animal is getting hot? _____.

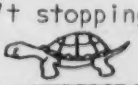
What animal knows he can win? _____.



Here comes the funny little .

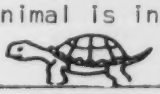
He is getting hotter and hotter like the . But the

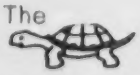
 isn't stopping to play. Now the  is way

in back of the  .

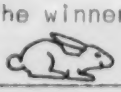
Did the stop to play? yes no

What animal is in back now? , .

The  is about to cross the finish line. The

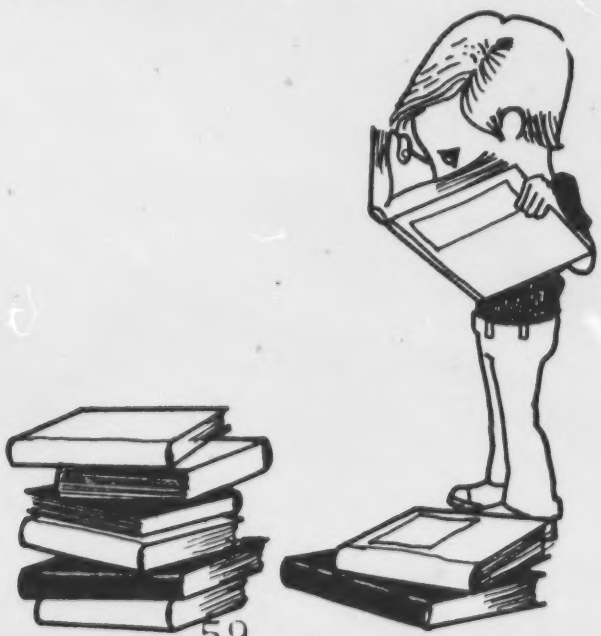
 sees him, but he can't catch the _____

The is The winner!

Who won the race?  , .

READING AND WRITING
Book Report Suggestions

1. Write a series of questions which you think other readers should be able to answer after reading your book.
2. Write a letter to a friend advising him to read your book.
3. Give a sales talk acting as a salesman trying to sell the book to the class.
4. Give a short jacket summary.
5. State an important problem that one character is faced with and tell how the problem is solved.
6. What character in the book would you like to resemble and why.
7. Make a movie of your book, make a series of pictures on a long roll of paper and pull through slits in cardboard box.
8. Are the characters in the story true to life? Explain.
9. Pretend that you are one of the characters. Explain what happened to you in the story.
10. Make the character and put them on the flannel board while you tell the story.
11. Make original illustrations from book using crayons, paints, chalk, paper sculpture, collage, cut-outs or real materials.



WRITING

Activities

Add-on stories can be written by having teams write beginnings of a mystery story and then sending the story to a different group to write an ending.

Famous People - Have pupil find out if his birthday is also the birthday of a famous person. Write a booklet about the person's life for the class.

Make language experience charts by using pictures from the newspaper as a stimuli. (Whole Systems philosophy)

Cut pictures out; paste on newsprint in corner.

Cloze Technique:

Type paragraph or short story but delete one part of speech, such as all nouns or all verbs. Have students fill in missing words.

Read anything--use familiar newspaper ads and trademarks.

Ideas for Read-Aloud Anthology Selections:

1. Draw pictures of most significant event at beginning, middle and end of story.
2. Assign a portion to a child for him to practice and read to class.
3. Have a slower student practice and read a selection to a reading group at a lowest level.
4. Write the Who, What, Where, When, and How of the selection.
5. Have students tape a selection or portion thereof.

Stories
Primary 2

Ken and Kate went to the circus. They saw a clown named Joy. He wore a white suit with red dots and a big blue bow. Joy could bounce two balls. He could through things high in the air. He could juggle glasses. When Ken and Kate got home, Ken said, "Let's pretend we are clowns."

Suggested activities- Seat Work

Answer questions about the story.

Draw Joy
Give the story a title.
Show what Ken and Kate pretended to be.
Draw what you would like to do in a circus.
Show the tricks that Joy can do.
Find a word with the same vowel sound as boy, light, grow, found, gown.

A band leads the parade. Children march behind the band. They are carrying banners, flags and balloons.
The children wear blue and yellow clothes. The children pretend they are clowns. People watch the parade. Everyone is having fun.

Illustrate the story.

Seat Work Activities
Primary 2

Vowels

Comprehension Vowel Sounds

A_____ likes cheese. mouse moss

Tom said, "_____ that hurts." Odd Ouch

Let's _____ our ball. boil bounce

What a _____ noise! loud laid

Choose the correct word.

It was too cool to swim in a pool.

After school, Steve swept his room with a broom.

A good boy stood on a box of wood.

As soon as the moon came out, the ghost said, "Boo."

Find words with the same vowel sounds as the underlined word.

By Florence Gorman

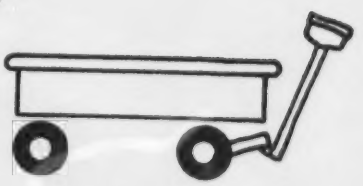
Stories
Primary I

"The Boat Ride"

A boy got a red boat.
He put a green ball in the boat.
He put a bat in the boat.
He went for a ride in the boat.
Then what did he do?

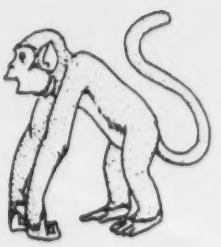
"A Wagon Ride"

A girl got a green wagon.
She tied a box to the wagon.
She put sandwiches in the box.
She put fruit in the box.
Then she got into the wagon.
She rode away.
Where did she go?



"A Picnic"

Four animals went for a ride in a bus.
They went to the park for a picnic.
The fox took sandwiches.
The lion took a pie.
The horse took milk.
The dog took a bat and ball.
What did they do at the picnic?



"The Pet Goat"

A boy had a pet goat.
The goat's name was No-no.
No-no liked to hide under the porch.
He liked to hide behind a wall.
He liked to hide in the garden.
The boy saw him there.

"The Animals' Ride"

A horse went for a ride in a jeep.
The horse gave a lion a ride.
He gave a kangaroo a ride.
He gave a camel a ride.
Then the jeep was full.
A kitten wanted a ride too.
The kangaroo said, "You can ride in my pouch."

You can make questions to accompany stories children can write or illustrate answers. Children can illustrate parts of story.

By Maryann Cepelka

THE DEVELOPMENT OF STORY WRITING IN THE PRIMARY

Introduction:

During "TELL TIME" children share their little experiences by narrating to the class various things that they saw and did.

This is an excellent means of developing good "ORAL LANGUAGE" and "SPEECH". For some children, it is very difficult at the beginning to stand before the class and speak. Much improvement and growth is noted with time and patience.

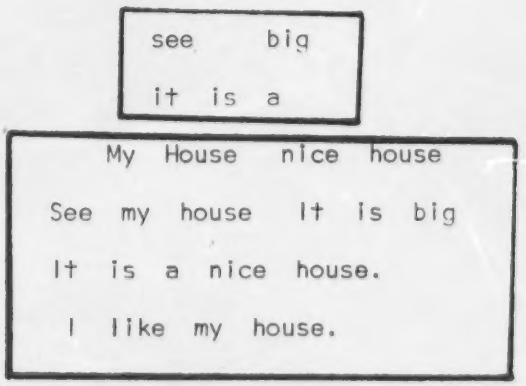
To encourage the children, the teacher can tell interesting little stories and happenings to the class. These must be brief to hold the interest of the children. Some stories may be written on newsprint 24" x 36" and hung up. Children may be asked to decorate or illustrate the stories. It is important to use words or vocabulary of the children's level.

Sometimes children are asked to find certain words -- then phrases and sentences. Some at the beginning may be able to read the whole story. They are thrilled when they are asked to read a whole story.

They become very enthusiastic -- and are eager to be able to make up little stories of their own. This is excellent "AUDIENCE READING."

My House

See my house.
It is big.
It is a nice house.
I like my house.



Words, phrases and sentences are printed on long pieces of paper or cardboard. Children are asked to match and read them.

The Next Step:

The class is asked to bring pictures from home. Maybe they might be asked to bring certain colors, fruit, vegetables or seasonal pictures. As a result, we may develop a color chart.

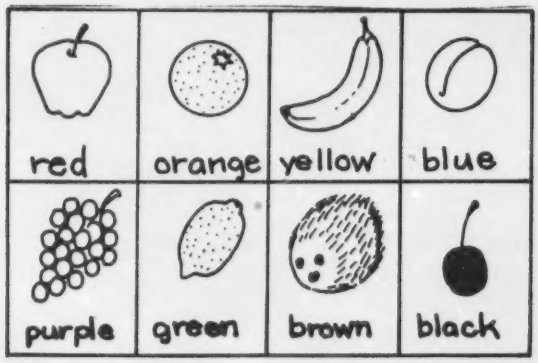
We might find an apple -- have the child cut it out, paste it on a piece of newspring and the name of the color can be written under it.

An orange - color orange
A lemon - " yellow
Green grapes " green
Blue plum " blue
An so on for all the colors.

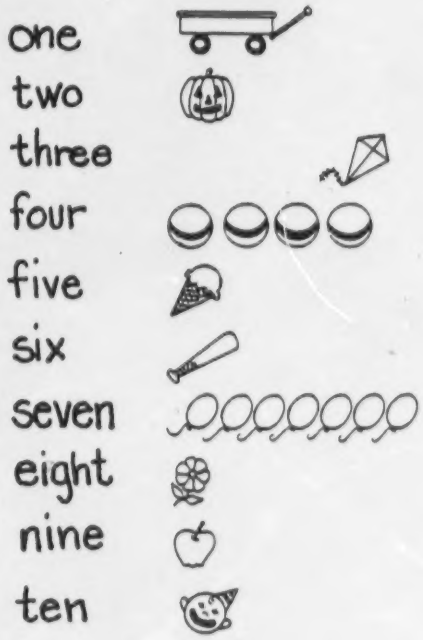
Next you might develop a number chart -- an activity, health or science chart.

These charts serve so many purposes. They certainly help children remember their words in reading. You will notice children referring to these words or charts that they helped develop.

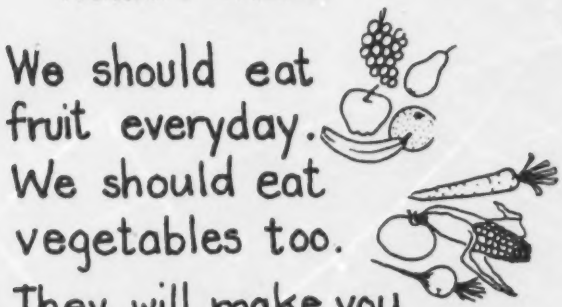
Color Chart



Number Chart



Health Chart



As the children advance and begin to write, stories can be composed by the class with the teacher writing the stories on the newsprint. Various pupils are called upon to read the stories aloud to the class. Then as a follow-up, they may copy the story on the blackboard or paper. It is good practice to develop as many of these stories as possible with the class.

Another good idea -- the teacher can find attractive pictures from magazines, etc.; mount on cardboard 9" x 11". A very simple story -- perhaps only 2 lines at the beginning, should be written under the picture or on the back of it.

Again, -- try to use words from our vocabulary of our specific reading level. Here, you are getting the repetition that is needed in the primary. The children love to read the stories to the class or copy them on the blackboard or on paper. As children mature, stories may be lengthened.

Halloween

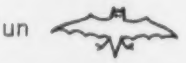
Halloween is coming soon.

We will dress up in costumes

and go trick-or-treating.

We will have fun

We will look funny too.



Story developed with class

A Snowman

See the snowman.
He is funny! Ha! Ha!

Story written on cardboard. Picture pasted on. Children love to read these.

We made a snow-man--so jolly, fat, and fine. We pinned a red heart on his a red heart on his chest and called him Valentine.

Longer story written on card-board. Children feel free and like to see how many they can read.

*Note--How you can correlate--science--health--etc., also introduce a little poetry, which young children love.

Now, the children are ready or should be ready to make up their own stories. They are asked to make up a story at home and bring it to class. They may use any kind of paper and try to spell the words the very best they can.

The following day they are permitted to read their stories to the class and put them on the teacher's desk. As a follow-up, when the class is busy on another project; the teacher calls each child up to her desk and she goes over the story and makes all necessary corrections in spelling, cpaitals, sentences, etc. They are getting the individual and personal help that is so needed.

After this, the child copies his story over and decorates or illustrates it as he wishes. Each child has his own space on a cork bulletin board and is so delighted when he is allowed to pin his story in his little space. Writing stories on the blackboard is encouraged. This is a good practice. You should see them grow. Later, stories are stapled together and covers made. Sometimes copies of their stories are printed in the school paper. Awards are given at the end of the school year to the children having the most stories.

NOTE: The response of the children in bringing original stories to class increases when they see and hear their classmates stories -- and especially when they notice the increase in the numbers of stories exhibited by their friends.

After children read stories to the class they deposit them in a box on the teacher's desk.

The children are individually called to the teacher and papers are corrected. Here we have a chance to give that personal attention that is so needed and helpful. For example, in helping or correcting mistakes in spelling -- rules for vowels and beginning consonant sounds are reviewed and exercised.

Another idea to help with story writing:

Use old cigar boxes -- label each box with titles such as these:

colors	valentine words
number	Christmas "
autumn words	winter "
birds	spring "
flowers	games to play words
clothes	school "
children	stories "
fruits	Easter "
toys	animals "
	Halloween "

The children draw the pictures for the boxes, paste them on small pieces of cardboard and place them in the boxes so labeled.

For example: a blue bird for the Bird Box
a bunny for the Easter Box

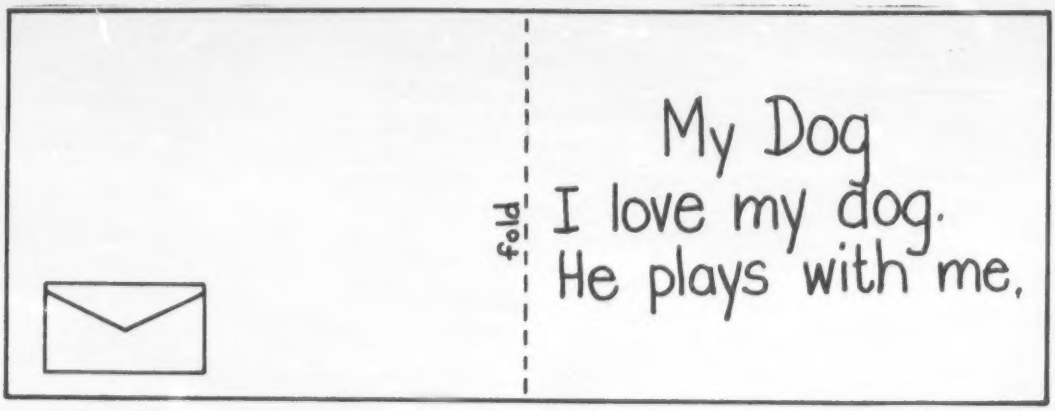
When they want to know how to spell a specific word, they know where to look, as they helped develop their own vocabulary.

At the end of the year, there is quite a collection of word cards in each box.

If this practice of story writing were continued through the grades, children would be able to express themselves beautifully by the time they reached the 8th grade.

By Susan Durns

WRITING
Individual Experience Stories
A "First" Approach to "Learning to Read"



PURPOSE: To teach that words represent what we say and to offer practice in matching, word discrimination, reading, copying and building a memory bank of sight words.

MATERIALS: A 12" x 24" piece of brown craft paper folded to make a book, primary writing paper, an evnelope, 2 or 3 problem cards, 1 teacher and 1 child.

PROCEDURE: The child tells the teacher an experience he/she has had or about something he/she owns. (My Dog, My Truck, My House, or A Trip to the Zoo, etc.) The teacher copies EXACTLY what the child says, even if it is bad English. (Another time you can teach proper usage, but not now!)

After the story is written on the primary paper, the story should be copied on the problem cards. The problem card is then cut apart word by word. The individual words are stored in the envelope which has been stapled to the inside front cover of the craft paper folder. See illustration. Now the child is ready to work through several learning steps at his OWN LEARNING RATE.

STEP I: Reads story <u>with</u> teacher.

STEP II: Reads story <u>to</u> teacher.

STEP III: Reads story to self several times.

STEP IV.: Puts story words together like a puzzle so that it looks just like the original story.

I like my dog
My Dog

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STEP V: Reads newly constructed story to self.

STEP VI: Mixes up words. Tries to name words out of context, using original story to help with words he/she has forgotten. Repeats steps 3-6 until he/she knows all words out of context.

STEP VII: Says words to teacher as she flashes them. If all are known, goes to STEP 8.

STEP VIII: Copies story on chalkboard.

STEP IX: Reads board stories to class. Class comments and corrects story.

STEP X: Copies story on primary paper to be either taken home or to be put in a class book. (An old wallpaper sample book makes a fine class book.) Then, children can read each other's stories and there is a living example of class and individual growth and progress or lack of it!

Folders can be kept in a file and children can work on them nearly anytime without disturbing anyone except when they need to do either STEP I or STEP VIII.

This is a multi-faceted approach to reading and it is language based as is Scott Foresman Reading Systems.

STUDYBOOK
Reused

By Kathleen Scalley

The Studybook and Practice Pads are jam-packed with materials; there is really no need to use a page once and say "We're finished." Use the same material over and over for different skills--the children will not complain once they're use to the routine and they will be getting plenty of review.

1. "The boy is in the boat."
   Circle who is green.
   Circle who is red.

2. The Balloon Ride

   Draw a line from the word "hippopotamus" in the first sentence to the picture of the hippopotamus in the first picture, etc.

3. "Gail sat in the back of the train."
   Who is the girl? What is she doing? Where is she sitting?

4. For a vowel page:

   Circle the vowels. Underline the words with two vowels in them. And so on....

5. Go through a story in the Studybook, such as Roy the Sky Fly. Leave out every 5th or 10th word. Can the children re-read the story and supply the word?

In Primary I Ten Little Bears or The Pot of Gold could be done orally.

By the end of Primary I, the children should be able to fill in the blanks, given a list of words.

These could be taken right out of the Studybook. Could be done with charts or ditto sheets. Activity could continue to 2nd grade and on.

6. Titles (getting the idea)

   Find a simple picture, print 4 titles for it (or do it orally). Have the children choose the title. (Why? page 42)

7. There are plenty of "Find the Problem and Solution" pages in 4s. There are no story titles, so this would really be "main ideas." ("Mrs. Web and the Broken Window")

8. Recognizing details and listening attentively: pick out a picture. (Fireman chasing fox.) Make an x if the statement is true.

9. The fox is red. x
The fireman has a hat. x
The fireman is blue.

Re-use the studybook-(2s, but comprehension)
"The boy is in the boat."
Circle who is green.
Underline what is red.

Draw a line from the word "hippopotamus" to the picture of the hippopotamus."

10. The_____ is on the _____.

Put book on desk. Child says sentence orally or writes sentence or completes blanks, depending on skills developed.

11. "Gail sat in the back of the train." Who is the girl? What is she doing? Where is she sitting?

Underline all words with vowels in them. Circle vowels. Circle and underline words with two vowels in them.

12. Recognizing letters--upper and lower case. Use library folders with cards stuck in them.

Library folder _/B/_b/ Problem card

13. Sequence for slow learner--
Give child his name card, color coded as to where to start.
Cut up his name and have him put it together.

14. Follow directions on activity cards--You can purchase them or make them yourself

The Post-Dispatch, Globe Democrat, Detroit Times and the Louisville papers are good sources. Some of the activities include finding names of colors in the newspaper. The Wednesday food section is a good place to start.

For Kg., I Like book can be developed through used newspaper, especially Wednesday's. For animals, use the Everyday Magazine "Pet of the Week." All pictures could be used for people, places, things.

15. Cut out letters of the alphabet from old newspapers. Find letters in child's own name or perhaps start pasting letters in alphabetical order.